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day

Change Agency
Unit Overview

Embarc firmly believes that giving back is a fundamental component to developing critical characteristics such as empathy and a sense of accountability toward others. In order to develop these characteristics, students must be given the opportunity to discover a cause they find relevant and important to their own lives, make critical decisions, practice trial and error, implement solutions, analyze their results, and reflect on their impact. The Change Agency Unit guides students through the inquiry cycle, while giving them the autonomy to make important choices for the greater good.

Change Agency will allow students to practice and develop mastery in the following Common Core State Standards and 21st Century Skills.

Common Core State Standards

- **CC.11-12.W.7 Research to Build and Present Knowledge**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CC.11-12.W.9 Research to Build and Present Knowledge:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CC.11-12.SL.1 Comprehension and Collaboration:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CC.11-12.SL.6 Presentation of Knowledge and Ideas:** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

21st Century Skills

- **Learning and Innovation Skills:**
  - Reason Effectively
  - Make Judgments and Decisions
  - Solve Problems
  - Communicate Clearly
  - Collaborate with Others
- **Information, Media, and Technology Skills:**
  - Access and Evaluate Information
  - Use and Manage Information
- **Life and Career Skills:**
  - Adapt to Change
  - Be Flexible
  - Work Independently
  - Interact Effectively with Others
  - Work Effectively in Diverse Teams
  - Manage Projects
  - Produce Results

Change Agency
ARC Unit Objectives

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Throughout the Embarc curriculum, students are provided opportunities to develop the key factors and foundational components to young adult success through the Action Reflection Cycle (ARC). In the graphic below, the highlighted areas indicate which Active Aspects are presented the most frequently throughout the curriculum.

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Revised, June 2017

EmbARC (Action Reflection Cycle)

	Active Aspects	Discover	Understand	Lead
Reflection = *Making Meaning*	Integrate	▪ Relates previous experiences to inform actions in familiar settings ▪ Recognizes "I did that"	▪ Makes use of previous experiences of self and others to inform actions in a wide range of settings ▪ Understands "I did that; I'm the kind of person who can"	▪ Adapts to a wide range of settings ▪ Believes "I did that; I'm the kind of person who can; I belong anywhere"
	Envision	▪ Creates a negative image of what one wants to avoid ▪ Creates a positive image of what one wants to become	▪ Classifies specific behaviors and/or strategies that will promote or derail future visions	▪ Assesses & regulates current behavior/mindsets
	Connect	▪ Talks about learning and relates to past experiences/knowledge	▪ Identifies & defines connections between new ideas/experiences and personal values	▪ Incorporates connections into personal choices
	Describe & Evaluate	▪ Talks about feelings & thoughts related to experiences ▪ Identifies obstacles that create a fixed mindset	▪ Uses experience and/or feedback to decipher between better and worse options ▪ Identifies current mindset and responds vs. reacts	▪ Relates meaning to self and "owns" experiences ▪ Exhibits a growth mindset by valuing the process over the product
Action = *Building Skills*	Contribute	▪ Acts with a purpose ▪ Follows clear directions	▪ Creates a plan of action to achieve a goal	▪ Executes a plan ▪ Values personal contributions & extends gratitude to others
	Choose	▪ Recognizes constraints/weaknesses ▪ Recognizes advantages/strengths	▪ Weighs values ▪ Makes decisions/Identifies goals	▪ Considers how decisions will affect their future (agency)
	Practice	▪ Experiences new skills by watching and mirroring others ▪ Connects with others to develop skills ▪ Experiences failure and keeps trying	▪ Applies new skills/ideas in a creative way ▪ Uses experience and/or feedback to inform next steps	▪ Develops expertise ▪ Demonstrates deep-rooted motivation/focused effort ▪ Views failure and/or feedback as an opportunity to learn
	Tinker	▪ Takes on different perspectives ▪ Negotiates ideas with others	▪ Thinks beyond what is currently possible ▪ Experiments with new ideas	▪ Creates innovative solutions/products ▪ Evaluates the outcomes
	Encounter	▪ Watches others; observes novel work	▪ Examines models	▪ Creates and/or shares products

Building Foundations for Young Adult Success Through Developmental Experiences

The Stages of the Action-Reflection Cycle (ARC) inform the foundations for young adult success by engaging the active aspects of the action/reflection cycle. New experiences/information allow learners to *build skills* during the action stages; while the reflection stages allow learners to *make meaning* by transferring skills to knowledge and integrating learning into their lives. In Embarc these skills are spiraled throughout the program in order for students to encounter active aspects of each stage over time; thus increasing a learner's opportunities to make connections and creating more robust pathways for integrating the foundational components of young adult success: self-regulation, knowledge and skills, mindsets, and values.

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Change Agency
Service Learning Overview & Suggestions

Embarc strives to offer students opportunities to demonstrate the core value of Change Agency Service learning in the classroom serves as the perfect platform for Embarc members to identify an important issue that is prevalent in their own community, strategically plan for a solution to the issue, implement their plan, and reflect on the experience. This unit empowers students to advocate for the issues that touch their lives and the lives of those around them.

In this unit, you will find a variety of options to choose from for service learning projects. Although these are highly engaging suggestions, you should not feel limited to these options. Your students may identify a separate issue that is not listed. The lesson plans can be used for any project and are meant to be a guide for successful and impactful service learning.

As you begin the process of this unit and identify an issue of interest, Embarc is eager to facilitate guest speakers, journeys, or workshops that will supplement the lessons and enhance the service learning experience of students. Contact your Embarc Coach or Program Manager with requests that would benefit your classroom project.

Below you will find some helpful suggestions to enhance the learning experience for your students as they take their journey as change agents.

- Use the supplemental resources for ideas and inspiration when/if students need extra support.
- Find videos and texts that will allow students to develop a greater understanding of the issue they choose to address.
- Connect with content area teachers to see if what they're doing in their classrooms can come to life throughout the service project.
- Engage administration and staff to provide feedback to students on presentation days.
- Plan ahead so that Embarc staff can help bring in guest speakers, or schedule dates for student journeys to implement their project.

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Change Agency
Service Learning Projects Examples

Housing and Homelessness:

Homelessness continues to be a major problem in Chicago and around the country. While many people believe that homelessness is a problem that individuals bring on themselves, in reality, there are many systemic barriers to individuals and families finding, securing and holding on to appropriate housing. In order to solve the problem of homelessness, we must first understand its root causes, some of which are the lack of affordable housing, lack of living wage jobs, and wage disparities. As students and teachers seek out shelters and other organizations that work with people who are homeless for service projects, they should also explore the issues that lead to homelessness and tie that learning to classroom curriculum.

Hunger and Poverty:

Hunger and poverty are a reality in Chicago, across the country and around the world. While many people believe that hunger and poverty are individual problems, there is sufficient evidence demonstrating that government policies have a direct impact on hunger, both the number of people suffering from hunger and malnutrition and the severity of the problem. A considerable number of myths about hunger continue to exist. It is important for students to have an opportunity to examine these myths in order to have a deeper, fuller understanding of the problem of hunger in this country and around the world. One goal of a Service Learning project that focuses on hunger should be that students are equipped to analyze and evaluate the root causes of hunger and different approaches to solving the problem of hunger.

Literacy:

In many schools across Chicago, the literacy levels of students fall well below grade level, leaving students academically behind and confronted with innumerable obstacles while trudging through the school system. Students facing literacy restraints not only face academic challenges, but social and behavioral challenges that could lead to low performance, or even dropping out of school. It is important for students to learn about the root causes to low literacy levels among students and how it impacts individuals on a larger scale (employability, chances for success in college, school to prison pipeline, etc.). Leading students to understand the root causes with illiteracy will direct them to more impactful solutions.

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The Ideal School Project:

The Ideal School Project is designed to replicate Participatory Budgeting at the school level. In several wards in Chicago, residents work collaboratively with The Participatory Budgeting Office and the Alderman's Office to make real decisions with real money to improve the conditions in the community. In recent years, Embarc students have had a chance to participate with real money to make real decisions in their own school. Throughout this service project, students work to identify the assets and deficits of their school, develop proposals for change, work in committee teams to research and campaign for their proposals, conduct a school-wide vote, implement the proposal (contingent on funding), and reflect on the process.

Note: This has a separate and specific unit to follow. Please see unit details in the Ideal School Project section of the packet.

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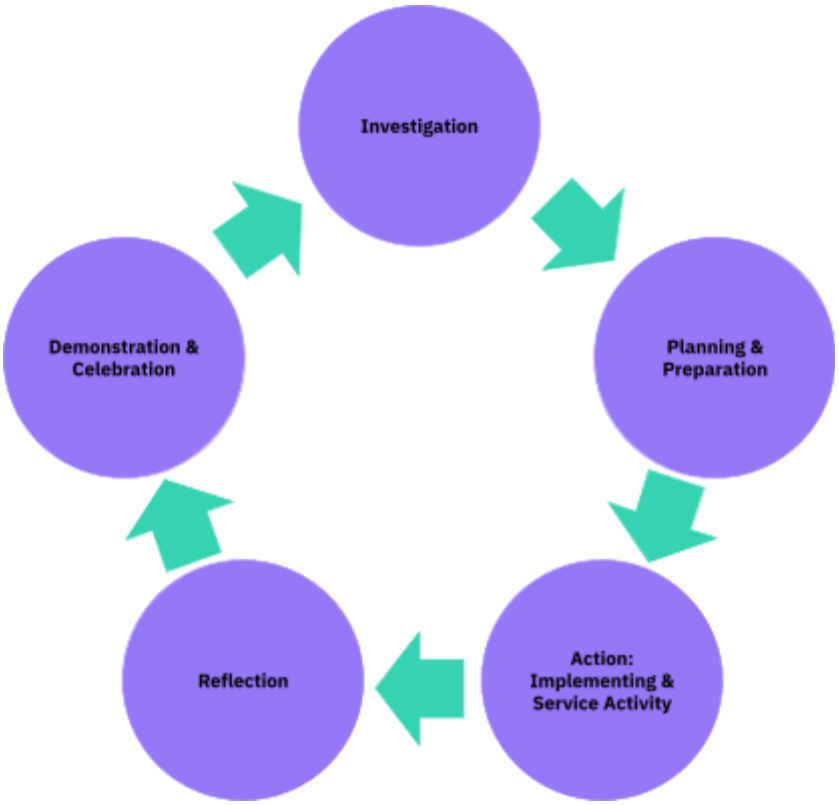
Change Agency
Embarc Service Learning Process

Successful service learning projects follow a distinct process in order for students to investigate, plan, implement, reflect, and demonstrate.



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Change Agency
Small Group Evaluation

Group Members: _____

	Excellent	Good	Needs improvement	No evidence
Maintaining Focus	All groups members maintain focus on their task and have evidence of progress at the end of class. All group members can explain what they have accomplished when asked.	One group member needs to be redirected to stay on task during the class period. All but one member can explain what the group has accomplished by the end of class and can show evidence of work.	More than one group member must be redirected to stay on task on one or more occasions throughout class. There is little to no evidence of work accomplished throughout class and there is a general confusion about who is doing what.	Little to no work is accomplished throughout class. Group members blame each other rather than take responsibility for themselves and for their group members.
Disagree without being disagreeable	Everyone is open to hearing multiple opinions and if a disagreement arises, all group members are able to disagree without being disagreeable.	Most group members are open to hearing multiple opinions but some try to talk over who they think may be wrong.	Only one or two groups members are open to hearing multiple opinions and group members often interrupt each other during conversations.	Group members get in frequent disagreements and are unwilling to hear differing opinions.
Getting Help	If the group has a question, they discuss it first then the “advice seeker” raises their hand and waits patiently for the teacher to come to the group.	If the group has a question they may or may not have discussed it first before the “advice seeker” raises their hand and calls out for the teacher.	If the group needs help, anyone in the group raises their hand and/or calls out for the teacher to help.	If the group needs help, someone leaves the group to talk to the teacher or to another group.
Living Your Group Roles	Every group member know the responsibilities of	Every group member knows the responsibilities of	Every group member knows their group role, but they	Several group members do not know their role and

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	their group role and lives up to those responsibilities.	their group role, but all members may not live up to their responsibilities.	don't fulfill their responsibilities.	do not fulfill their responsibilities.

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Change Agency
Small Group Roles

There are many instances in the Change Agency Unit that require students to work successfully in groups. Use the roles below to set students up for success with clear expectations and guidelines for how you will hold them accountable and how they can hold their group members accountable.

Task Manager

- Directs the sequence of steps
- Keeps the group "on-task"
- Makes sure everyone in the group participates
- Gives the group motivation

What does the Task Manager sound like?

- "Let's read the steps and directions before we move forward."
- "What do you think about this idea?"
- "I didn't think of that. Great!"
- "Here's what we have decided as a team."
- "We're getting a little too loud. Let's refocus and bring our voices down."
- Hey everyone! The teacher just signaled to me that we are about to lose some points. Let's get back together."

Skeptic

- Helps the group avoid coming to an agreement too quickly.
- Makes sure all possibilities are explored and all voices are heard.
- Suggests alternate ideas.

What does the Skeptic sound like?

- "What other possibilities are out there?"
- "Let's try to look at this another way."
- "We haven't heard from ____. Let's make sure all voices are in the group."
- "I'm not sure we are on the right track."

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Time/Materials Manager

- Makes sure the group has all the necessary materials for the task.
- Keeps track of time in order to ensure the group completes the task.
- Asks the group to move on to the next step when it is time.
- Makes sure names are on all group materials.
- Organizes group materials.

What does the Time/Materials Manager sound like?

- "Let's come back to this later if we have time."
- "We need to move on to the next step."
- "Let's make sure we put all of our materials back in our group binder."

Advice Seeker/Checker

- Checks for understanding from all group members.
- Makes sure all group members agree on final decisions.
- Encourages everyone to participate
- Raises their hand to ask the teacher a question if the group has discussed, but cannot figure something out on their own.

What does the Advice Seeker/Checker sound like?

- "Do we all understand this?"
- "Are we all in agreement on what we decided?"
- "Since we are struggling to figure this out, I'm going to raise my hand to ask the teacher this question."

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Teacher Resources

Link to **Goal Setting Lessons**	After every 5 week mark, students should be completing grade reflections and setting goals.
Link to **Mixing Up Opening Journals & Closing Reflections**	Each Embarc lesson typically begins and ends with an opening journal and a closing reflection. However, there are times that you might want to mix things up in your class. Use these creative ideas below to ensure students remain engaged in the beginning and end of class.
Link to **Hook Ideas**	Here you will find several examples of hooks that you could use to provoke thinking around the unit topic. The purpose of a "hook" is to help students frame their thinking and focus on the concept at hand, while engaging them in the topic and allowing them to see the relevancy to their own lives.
Link to **End of Unit Event Planning Guide**	At the end of every unit, students have the opportunity to create an End of Unit Event, which serves as an authentic demonstration of learning. Use this guide to support students in creating and organizing this event.

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Change Agency
At-A-Glance Calendar

Introduction

Day 0	Hook	Day 1	Day 2
Activities: • Unit Scavenger Hunt • Examining Sample Work	**Activities:** • Change Agency in Action videos & discussion • World Problem Solving • Change Agency Self-Assessment	**Activities:** • Introduction to Service Learning • Team Building • Breaking Down Service Learning	**Activities:** • Defining Social Responsibility • Why Should I Care Activity
Materials: • Unit Overview • Service Learning Overview, Project Examples, and Process • Unit's "At-a-glance calendar" • Examples of student products/end-of-unit events (found in teacher resource folder)	**Materials:** • Post-it Notes • Projector for Video Clips • World Problems strips • Change Agency Scorecards	**Materials:** • 6-8' of chord, rope, or yarn for each pair of students • White Board or Chart Paper	**Materials:** • Social Responsibility graphic organizer •

Investigation

Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Activities: • Becoming an Agent of Change Step 1: Investigation • Design Thinking	**Activities:** • Think-Pair-Share • Becoming an Agent of Change Step 1: Investigation • Research Methods Jigsaw • Group Decision Making	**Activities:** • Becoming an Agent of Change Step 1: Investigation Research Team • Research Team Preparation	**Activities:** • Becoming an Agent of Change Step 1: Investigation • Research Team Task Completion	**Activities:** • Becoming an Agent of Change Step 1: Investigation • Research Team Completion	**Activities:** • Becoming an Agent of Change Step 1: Investigation • Research Analysis • Assets & Deficits Activity • Drawing Conclusions on Baseline Data
Materials: • Half Sheets of Paper for Each Student • Markers	**Materials:** • Methods of Research with guiding questions • Chart Paper • Markers	**Materials:** • Preparation List for each Research Method • Guiding Research	**Materials:** • Computers • Research Method Preparation Lists *from previous lesson*	**Materials:** • Computers • Research Method Preparation Lists *from previous lesson*	**Materials:** • Computers • Research Method Preparation Lists *from previous lesson* • Establishing a Baseline

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	• Group Decision Making Chart	Questions (Same for Each Group)			• Assets and Deficits Analysis

➕ Click on Day # to go directly to lesson

Planning & Preparation

Day 9	Day 10	Day 11	Day 12	Day 13
Activities: • If I Had a Million Dollars • Becoming an Agent of Change Step 2: Planning & Preparation • Design Thinking: Part 2	**Activities:** • Committee Norms Brainstorm • Becoming an Agent of Change Step 2: Planning & Preparation • Committee Formation	**Activities:** • Becoming an Agent of Change Step 2: Planning & Preparation • Committee Work	**Activities:** • Becoming an Agent of Change Step 2: Planning & Preparation • Committee Work	**Activities:** • Becoming an Agent of Change Step 2: Planning & Preparation • Committee Presentations
Materials: • If I had a Million Dollars graphic organizer • Half Sheets of Paper • Markers	**Materials:** • Committee Groups Descriptions & Task Lists • Committees To-Do Template • Storyboards (for PSA Committee Only)	**Materials:** • Committee Groups Descriptions & Task Lists *from previous lesson* • Committees To-Do Template *from previous lesson* • Storyboards (for PSA Committee Only) *from previous lesson*	**Materials:** • Committee Groups Descriptions & Task Lists *from previous lesson* • Committees To-Do Template *from previous lesson* • Storyboards (for PSA Committee Only) *from previous lesson*	**Materials:** • Committee Planning Presentations Completed • Committee Presentation Feedback Form

Creation, Presentation & Implementation

Day 14	Day 15	Day 16	Day 17	Day 18
Activities: • Becoming an Agent of Change Step 2: Creating the Plan • Committee Plan Creation Day 1	**Activities:** • Becoming an Agent of Change Step 2: Presenting the Plan • Committee Plan Presentation • Debrief	**Activities:** • Becoming an Agent of Change Step 3 • Implementation Step 1 • Gallery Walk	**Activities:** • Becoming an Agent of Change Step 3 • Implementation Step 2	**Activities:** • Turn and Talk • Becoming an Agent of Change Step 3 • Implementation Step 3
Materials: • Computers • Committee Creation Task Descriptions • Video Recording Device for PSA	**Materials:** • Computers • Committee Task Lists from previous lesson • Video Recording Device for PSA Committee	**Materials:** • Markers • Chart Paper • Solution Implementation Prep Sheet	**Materials:** • none	**Materials:** • Data Collected through observation and other methods during implementation • Small group discussion questions • • =

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➕ Click on **Day #** to go directly to lesson

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Reflection & Demonstration

Day 19	Day 20	Day 21	Day 22	Day 23
Activities: • Becoming an Agent of Change Step 4: Reflection & Demonstration • Dear Sir or Madam Assignment Day 1	**Activities:** • Turn and Talk • Becoming an Agent of Change Step 4: Reflection & Demonstration • Dear Sir or Madam Assignment Day 2	**Activities:** • Becoming an Agent of Change Step 4: Reflection & Demonstration • Dear Sir or Madam Assignment Day 3: Peer Editing	**Activities:** • Becoming an Agent of Change Step 4: Reflection & Demonstration • Dear Sir or Madam Assignment Day 3: Final Drafts	**Activities:** • Becoming an Agent of Change Step 5: Demonstration & Demonstration • Dear Sir or Madam Competition
Materials: • Dear Sir or Madam Assignment • Computers	**Materials:** • Dear Sir or Madam Assignment *from previous lesson* • Computers	**Materials:** • Dear Sir or Madam Assignment- Drafts Printed for Editing • Peer Editing Sheets (2 per student)	**Materials:** • Computers • Peer Editing Sheets- Completed by Peers	**Materials:** • Index Cards • Drops in the Bucket

➕ Click on Day # to go directly to lesson

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Embarc

My Story, My Voice
Unit Scavenger Hunt

Day 0

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Design your ideal class. What subject(s) would be covered in that class? How would learning happen? What skills would be practiced/mastered? What projects would you engage in?

Activity

ARC Objectives:
- ➕ **(R) Integrate. Understand**: Understands "I did that" "I'm the kind of person who can"
- ➕ **(A) Choose. Discover:** Recognizes constraints/weaknesses. Recognizes advantages/strengths

Timing: 30-35minutes

Resources/Materials:
- Unit Overview p.2-3
- Service Learning Overview p.4, Project Examples p.5-6, and Process p.7
- Unit's "At-a-glance calendar" p.12-14

Unit Scavenger Hunt: Students will have the opportunity to preview the unit on their own and identify activities/concepts they are excited about or interested in as well as the activities/concepts that they feel they will shine in or struggle with. This is a great opportunity to get students invested in the unit as well as capture student ideas for how the curriculum can be shaped to meet the needs and interests of your particular class.

Step 1: Have students read and annotate the unit's "overview" and "at-a-glance calendar". Annotations can have students highlight activities and concepts they are excited about, curious about, unfamiliar with, or nervous/hesitant about. Students can also jot down ideas around alternative/additional activities and concepts that are related to the unit's theme that they would like to engage in as a learner. This exploration can happen in a variety of ways: individually or in small groups with physical copies, collaboratively as a whole group on Jamboard, or as a chalk talk with focused annotations around the room.

Step 2: Share examples of student work from previous years. As you are sharing these examples, have students jot down what they notice, what questions they have, and what ideas these examples spark for them.

Step 3: As a whole group, record the major ideas that emerged from the unit exploration. Have students focus on the following:

- What do you think the theme or purpose of the unit is?
- What skills do you think you will come away with?

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○ Examples of student products/end-of-unit events (found in teacher resource folder)	• What activities and concepts are you most excited about/interested in? • What activities do you feel will highlight your strengths and skills? • What activities do you feel will be challenging for you?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** After taking time to preview the upcoming unit. Is there any activity or concept that is related to the theme that you think is missing from this unit that you want to make sure we explore as a class? If not, what activity or concept do you hope we spend a lot of time digging deeply into.

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The Hook

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Post-it notes
- Discussion Questions

Change Agency Survey: Take a quick poll of students based on the statement, "I believe change can happen." Students should write their "yes" or "no" responses on post-it notes and drop them in a hat, bucket or other container to be counted. Take each post-it out of the container and place the responses in two columns. Once all of the responses are visible to students lead a discussion using the following questions:

1. What do you see? Where are the majority of our post-its?
2. What does this say about the mindsets in this room?
3. Do you believe the post-its in the "no" category can be persuaded to move to the "yes" category? If so, how does this mindset shift happen?
4. Why do you think it's important to believe that change can happen?

Activity

ARC Objectives:
- ➕ **(A) Tinker. Discover:** Watch others; observe novel work
- ➕ **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Change Agents in Action: Sometimes it's difficult for youth to believe that they can actually make a difference in their communities and the idea of standing up for serious systemic issues could seem impossible. Show students one or all of the video clips below to highlight some youth activism that is making change happen in the city of Chicago. While students are watching, have them think of the guiding question, "What are the actions that the youth are using to make change happen?"

- Chicago Youth Activists Affect Local Office: https://www.youtube.com/watch?v=GMWQOQixpTk
- BYP 100: https://www.youtube.com/watch?v=06EVcOgMgnM
- https://www.youtube.com/watch?v=hwyElPj3ZaA

Discuss the guiding question with students. How are the Change Agents in the videos acting? How are they trying to make change? What sort of causes are

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Resources/Materials: ○ Projector ○ Video Clips ○ World Problems (cut into strips for each group)	they fighting for? Are there any causes they discussed that are important to you? Why or why not? **15 Minute Problem Solving:** To get students to begin thinking creatively about solving big problems, give them a huge problem to solve in just 10 minutes. ● Put students into groups of 3-5 ● Give student groups one of the World Problem strips ● Tell groups that they have no limitations on money, resources, or time for the actual solution. ● Their challenge is to come up with a solution to the problem in 10 minutes. It must be as detailed of a plan as possible. ● After 10 minutes has passed, each group must choose a representative to share the solution. ● Have audience members give feedback based on how forward thinking each group was during their problem solving. The feedback prompt could be, "How did they think outside the box to solve this huge problem?" **Debrief:** Discuss the following with students after each group has presented: ● How did it feel to have unlimited money, resources, and time to solve a problem? How did this impact your thinking? ● How was your group successful in "thinking outside the box"? How could your group have improved in this area?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Change Agency Scorecards	**Change Agency Self-Assessment:** Give students the Change Agency scorecard and have them rate themselves in the different defining components of a Change Agent. When students are finished with their self-assessment, have them turn and compare their responses with a peer.

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Name: _____ Date: _____

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Change Agency
World Problems

Hook

World Hunger

Drug Abuse

Climate Change

War

Poverty

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Unemployment

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Name: _____ Date: _____

Change Agency

Change Agency Scorecard

Hook

Directions: Reflect and rate yourself on the different components of a Change Agent. Provide an example for each of your ratings.

	Doesn't sound like me at all	Sounds like me sometimes	Perfectly describes me	Give an example for your rating
I have a clear vision for change				
I seek every opportunity to share my vision of change with others				
I am patient yet persistent				
I ask tough questions and don't settle				
I build strong relationships founded on trust				
I take action towards fulfilling my vision of change				
I believe change is possible				

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Change Agency
Introduction

Day 1

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Write about a time when you or someone you know participated in an activity that strengthened or helped a group of people or the community. When you have finished writing, share your experience with a partner.

Discuss the prompt by asking the follow-up questions below:
1. What kind of impact did your service have? On yourself? On others?
2. What lessons did you learn from the experience?
3. Who benefited from the experience? How?
4. What, if anything, might you have done differently knowing what you know now?

Activity

ARC Objectives:
- ➕ **(A) Tinker. Discover:** Watch others; observe novel work
- ➕ **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- 6-8’ of chord, rope, or yarn for each pair of students
- White Board or Chart Paper

Becoming an Agent of Change: Introduce this unit by telling students that over the course of the next several weeks that they will become agents of change within their community. They will have the opportunity to choose an issue in their community that is important to them and create and implement a solution. This is their chance to make a difference in the lives of those they see every day, so their decisions and their actions during this unit should be focused on creating and inspiring change.

Team Building: Conduct a team building activity to get students to connect the activity to social issues and the need for collaborative efforts to solve problems.

- Put students into pairs
- Give each pair a piece of rope, string, or yarn that is 6-8’ in length.
- Students should stand at opposite ends of the rope and hold on to the last inch or two of the rope. They can’t let go throughout the activity.
- Students must try to create the biggest knot possible in the next four minutes without letting go of the rope.

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	• After four minutes, instruct students to place their knots on the ground and move to another station where there is a knot. • With the same instructions, students must undo the knot—only holding on to the opposite ends of the rope and not letting go. **Debrief Questions**: Use the following questions to debrief: 1. How does this activity reflect real life? 2. What do the knots represent? 3. Was it easier to make the knot or undo the knot? Is this similar or different to real life? 4. What typically happens when we encounter a problem? 5. What motivates or inspires us to stop the problem? 6. Did leadership emerge within any of the pairs? If so, how? 7. How do you think this is linked to the idea of service learning? **Breaking Down Service Learning:** • On the board or chart paper, make a T-chart with the words "Service" on one side and "Learning" on the other side. Allow students to offer ideas for each word separately and write them down on the T-chart. • Ask students what the overall meaning is of the two words and what the connection is between service and learning. • See if their definition or main take-aways from the T-chart align with the definition of service learning: ***Service-learning is a teaching strategy that connects classroom curriculum with service projects. Service-learning engages students in projects that serve the community while building social, civic, and academic skills.***

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on Display	**Closing Reflection:** Why do you think it's a requirement that all students get Service Learning hours in order to graduate? Describe how you think that Service Learning being a part of the requirements for graduation can help prepare you for life after high school.

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Change Agency
Introduction

Day 2

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What do you think about the idea that "it takes a village to raise a child"? Apply this same idea to more than just children. Does it take a village to maintain a healthy, safe community? Why or why not? What is your responsibility to your community? Explain your responses.

Activity

ARC Objectives:
- **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Social Responsibility graphic organizer
-

Social Responsibility: In order to get students to think about the concept of social responsibility, lead them through an activity to determine what it means to be socially responsible.

- Give students the Social Responsibility graphic organizer and allow them time to complete the chart portion of the sheet individually.
- Have students get into pairs and compare responses to their charts.
- Then, allow pairs to share the similarities and differences they found in their responses.
- As a class, come up with a definition for Social Responsibility and connect this idea to Service Learning.
    - The person to blame for a problem is the person who should fix it.
    - There are people in my community who try really hard to make sure it is a nice place to live.
    - My community is a good place for people to (live, grow, achieve goals, work, have a family, etc.)
- Conduct a Gallery Walk during which the student SILENTLY react to quotes posted around the room. Make sure students have post-its, or that the quotes are written on chart paper so they can write directly on the sheet. Their reactions can range from agree/disagree to jotting down how the quote connects to social responsibility. After students

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	have visited each quote, have them stand next to one quote that they would like to comment on verbally. Have one student from each station share about how the quote impacted them.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What did you learn today about social responsibility? Did the discussions you had in class change your mind at all about anything relating to social responsibility? Why or why not?

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Name: _____ Date: _____

Change Agency

Social Responsibility Graphic Organizer

Day 2

Directions: Complete the organizer below to begin thinking about how you view responsibility in your community.

Scenario	My responsibility? Y/N	People affected by my actions	People affected by my inaction
You see the same homeless person on your block every day on the way to school. He recognizes you, so sometimes he just says hello, but once a month he may ask you for a dollar.			
There is violence every day in your community and it seems like it will never stop. You recently got some information about one person who is leading the violence that has led to at least one death.			
One person in your class always has to participate because no one else steps up. This student is always picking up the slack for the rest of the class.			

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The bus stop is always dirty. There is trash everywhere and you see people adding to the trash. This makes the stop feel uncomfortable and even dangerous at times.			

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Day 2

Embarc

Change Agency Investigation

Day 3

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: If there was one thing you could change about your community, what would it be and why? Do you think this issue has an easy or difficult solution? What do you think the root cause is of this issue? Explain your response.

Activity

ARC Objectives:
- **(A) Tinker. Discover:** Take on different perspectives; negotiate ideas with others
- **(A) Tinker. Understand:** Think beyond what is currently possible
- **(R) Describe & Evaluate. Understand:** Use experience to

Becoming An Agent of Change - Step 1--Investigation: Today students will start the Investigation stage of their Service Learning project through participating in a Design Thinking process.

- **BRAINSTORM:** Give each student several half sheets of paper.
- Inform students of the following "rules" to the first part of DT:
  1. No idea is a bad idea
  2. Think as big or as little as you would like
  3. You must draw an image and 2-3 words on your half sheet

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decipher between better and worse options **Timing:** 30-35minutes **Resources/Materials:** ○ Half Sheets of Paper for Each Student ○ Markers	4. You must give a brief explanation of your half sheet when you place it on the board ● Ask students to brainstorm all of the issues they can think of in their community. Remind students that "community" can mean several different things—school, neighborhood, city, state, nation, and world all classify as community until they choose the area they want to serve. ● Allow students time to brainstorm and post their ideas on board until they begin to run out of ideas. ● **CATEGORIZE:** Students will do three rounds of categorization: ● **First Round**— Categorize issues into the different types of communities. For example, "hunger" may go into "world" and "city", or "gang violence" may go into "neighborhood" and "city". ● **Second Round**— Categorize on a spectrum from "Most Important to Us" to "Least Important to Us". ● **Third Round**— Take away the issues closest to the "Least Important to Us" and with the remaining issues, categorize on a spectrum from "We Can Find Solutions to This" to "It Would Take a Miracle to Solve This". ● From here, get rid of the half closest to "It Would Take a Miracle to Solve This" and have students vote on which of the remaining issues to choose as their Service Learning Project. ● Come to a consensus on the meaning of "community" for the class' project and on the issue that will be the focus.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection**: What issue will be the topic of your Service Learning project? What predictions can you make about some of the causes you might find about this issue?

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Change Agency
Investigation

Day 4

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Think-Pair-Share slips

Think-Pair-Share: Read the questions below and think about your responses. Then, find a partner and share your thoughts. Be ready to discuss with the whole group.

1. Who are members of your community that you think have the most knowledge and insight about your class's Service Learning issue?
2. Why do you think this person has a lot of information about the issue?
3. What is one question that you would ask this person in order to determine the root cause of the problem?

Activity

ARC Objectives:
- ➕ **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Methods of Research with guiding questions
- Chart Paper
- Markers
- Group Decision Making Chart

Becoming An Agent of Change: Step 1--Investigation: Days 4-7 will be the research portion of the Investigation stage of their Service Learning project. Today, students will learn about different research methods and form research groups.

- **Research Methods Jigsaw:**
  - Put students into groups so that there are 5 groups.
  - Give each group a different method of research and have them teach the method to the class using the guiding questions below their method.
  - Keep their charts with the different research methods up in the classroom if possible so they can refer back at any time during the process.
  - Take student reactions to the different methods of research—did they know that all of these were ways to collect data? How do some of these methods differ from the traditional notion of looking up information and recording it?
- **Group Decision Making:** Now that students know the different methods, you will determine as a whole class which methods would be best for data collection on the issue the class has identified.

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	○ Recreate the chart in the resource packet on a piece of chart paper. ○ Have a student recorder take notes in each column. ○ Vote on the top 3 methods to use during the remainder of the Investigation Stage. ○ Either assign students to the different research groups, or have them put themselves in groups based on interest.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is the value of research when you are trying to solve a problem? Write one thing that you can learn from each of the research methods listed below: ● Observation ● Focus Group ● Interview ● Survey ● Secondary Research

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Change Agency

Think-Pair-Share Slips

Day 4

Think-Pair-Share: Read the questions below and think about your responses. Then, find a partner and share your thoughts. Be ready to discuss with the whole group.

1. Who are members of your community that you think have the most knowledge and insight about your class's Service Learning issue?
2. Why do you think this person has a lot of information about the issue?
3. What is one question that you would ask this person in order to determine the root cause of the problem?

Think-Pair-Share: Read the questions below and think about your responses. Then, find a partner and share your thoughts. Be ready to discuss with the whole group.

1. Who are members of your community that you think have the most knowledge and insight about your class's Service Learning issue?
2. Why do you think this person has a lot of information about the issue?
3. What is one question that you would ask this person in order to determine the root cause of the problem?

Think-Pair-Share: Read the questions below and think about your responses. Then, find a partner and share your thoughts. Be ready to discuss with the whole group.

1. Who are members of your community that you think have the most knowledge and insight about your class's Service Learning issue?
2. Why do you think this person has a lot of information about the issue?
3. What is one question that you would ask this person in order to determine the root cause of the problem?

Think-Pair-Share: Read the questions below and think about your responses. Then, find a partner and share your thoughts. Be ready to discuss with the whole group.

1. Who are members of your community that you think have the most knowledge and insight about your class's Service Learning issue?
2. Why do you think this person has a lot of information about the issue?
3. What is one question that you would ask this person in order to determine the root cause of the problem?

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Research Methods

Observation and Participant Observation

What it is: The researcher observes and takes notes on what he/she observes. The researcher tries to simply record what he/she sees, not their opinion. In straightforward observations, the researcher tries to be a silent observer (do not ask questions or get involved). If it is participant observation, the researcher participates in activities while observing.

When to use it: Observations are useful when you want information on something happening in real time over a period of time (e.g., back-up in the lunch line) or in multiple locations (e.g., garbage all over the hallways at the end of the day).

In your groups, teach the research method to the rest of the class by addressing the following:

- Explain what the method is and when you would use it in your own words
- Explain the actions you would be participating in if you were using this method (reading, writing, speaking, listening, etc.)
- Explain how this method would be useful in researching causes and solutions to the Service Learning project your class is doing
- Explain how you would start conducting this type of research and what types of predictions you might make about what your research would say
- Explain any challenges that come along with this method of research

Focus Group

What it is: A group of people are gathered and asked about their perceptions, opinions, beliefs, attitudes, and knowledge towards a program, product, service, concept, issue, or idea.

When to use it: Focus groups allow interviewers to talk to a group of people in the same amount of time it would take to conduct a one-on-one interview.

In your groups, teach the research method to the rest of the class by addressing the following:

- Explain what the method is and when you would use it in your own words
- Explain the actions you would be participating in if you were using this method (reading, writing, speaking, listening, etc.)
- Explain how this method would be useful in researching causes and solutions to the Service Learning project your class is doing

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- Explain how you would start conducting this type of research and what types of predictions you might make about what your research would say
- Explain any challenges that come along with this method of research

Interview

What it is: The researcher asks questions of the interviewee to obtain information about him/her or his/her opinion or knowledge on a topic.

When to use it: Interviews take longer than focus groups but can work better if it is a sensitive topic, if your subjects are shy, or if you want to go more in-depth on an issue.

In your groups, teach the research method to the rest of the class by addressing the following:

- Explain what the method is and when you would use it in your own words
- Explain the actions you would be participating in if you were using this method (reading, writing, speaking, listening, etc.)
- Explain how this method would be useful in researching causes and solutions to the Service Learning project your class is doing
- Explain how you would start conducting this type of research and what types of predictions you might make about what your research would say
- Explain any challenges that come along with this method of research

Survey

What it is: A survey is a series of questions asked of a larger sample of a population.

When to use it: This method allows researchers to collect information from a larger population. Surveys can be conducted through short face-to-face interactions, over the phone, through paper questionnaires, or online.

In your groups, teach the research method to the rest of the class by addressing the following:

- Explain what the method is and when you would use it in your own words
- Explain the actions you would be participating in if you were using this method (reading, writing, speaking, listening, etc.)
- Explain how this method would be useful in researching causes and solutions to the Service Learning project your class is doing
- Explain how you would start conducting this type of research and what types of predictions you might make about what your research would say

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- Explain any challenges that come along with this method of research

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Secondary Research

What it is: This research method consists of reading articles, looking at data, and examining other resources to obtain information from other research already conducted on the subject.

When to use it: Secondary research is helpful to find out what other people have already found out about the issue. It can provide a broader perspective on an issue.

In your groups, teach the research method to the rest of the class by addressing the following:

- Explain what the method is and when you would use it in your own words
- Explain the actions you would be participating in if you were using this method (reading, writing, speaking, listening, etc.)
- Explain how this method would be useful in researching causes and solutions to the Service Learning project your class is doing
- Explain how you would start conducting this type of research and what types of predictions you might make about what your research would say
- Explain any challenges that come along with this method of research

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Change Agency

Group Decision Making Chart

Day 4

Use the chart below to determine the Top 3 methods that will be used for your issue.

Method Type	Advantages to this method for our issue	Disadvantages to this method for our issue	Vote for this method (take a count for yes and no)	Who is responsible for this method?	What is the first step to beginning this method?
Observation					
Focus Group					
Interview					
Survey					
Secondary Research					

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Change Agency
Investigation

Day 5

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: How will you be sure to contribute to your research team over the next few days? What are your strengths within your team? How will you acknowledge the strengths of others? How will you know your group has been successful?

Activity

ARC Objectives:
- ➕ **(A) Practice. Discover:** Connect with others to develop skills
- ➕ **(A) Contribute. Understand:** Create a plan of action to achieve a goal
- ➕ **(R) Describe & Evaluate. Discover:** Identify obstacles that create a fixed mindset

Timing: 30-35minutes

Resources/Materials:
- Preparation List for each Research Method
- Guiding Research Questions (Same for Each Group)

Becoming An Agent of Change: Step 1--Investigation: Days 4-7 will be the research portion of the Investigation stage of their Service Learning project. Today, students will begin preparing for their research.

Research Team Preparation:

- Put students into their research teams.
- Give each group the Preparation List that goes with their specific research method.
- Allow students time today to work on preparing so they are ready to go into the computer lab tomorrow.

Note to Teacher: See Small Group Evaluation p.8 & Small Group Roles p.9 for additional supporting resources.

Closing

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Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Did your team work well as a collaborative unit today? How will you divide the work amongst yourselves? Write down any obstacles your group is facing at this point in the investigation process.

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Preparation List for each Research Method

Focus Group Preparation List:

- Create a guest list of participants
- Create a list of questions
- Create a flier detailing the purpose of the focus group to pass out to participants
- Create a data/answer collection sheet
- Write/type a plan for who will be in charge of the following roles:
    - Greeter (welcomes participants, explains purpose of focus group and makes everyone feel comfortable)
    - Interviewer
    - Recorder
    - Reporter (reports summary out to class after focus group is complete)
- Draft an email and send to all participants (email must be approved by your teacher before sending)

Survey Task Preparation List:

- Create a guest list of participants (this should be a large list, so you can lists groups instead of individuals)
- Create a list of questions
- Decide how you will deliver your survey and create it (paper or online)
- Create a data/answer collection sheet
- Create a flier detailing the purpose of the survey to pass out to participants
- Draft an email and send to all participants (email must be approved by your teacher before sending)

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Interview Group Preparation List:

- Create a list of participants—you must interview at least 5 people
- Create a list of questions—remember to focus on causes and solutions for the interview
- Create a flier detailing the purpose of the interview to pass out to participants
- Create a data/answer collection sheet
- Write/type a plan for who will be in charge of the following roles:
    - Greeter (welcomes participants, explains purpose of interview and makes everyone feel comfortable)
    - Interviewer
    - Recorder
    - Reporter (reports summary out to class after interview is complete)
- Draft an email and send to all participants (email must be approved by your teacher before sending)

Secondary Research Preparation List:

- Research several ***CAUSES*** for the issue
- Research several ***SOLUTIONS*** for the issue
- Research data about the issue:
    - Where is it happening?
    - Why is it happening in your community?
    - Who does it affect?
    - What are some organizations already working against this issue? o What are the statistics on the issue?
    - Any other questions you can think of
- Complete a summary for at least three different sources (i.e., articles, reliable websites, and text).
- Create a visual aid that demonstrates how this issue is affecting your community—use data for this.

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Change Agency

Guiding Research Questions

Day 5

Directions: Write as many questions/details as you can for things you need to find out in each of the 6 question areas. An example is provided for you.

WHO?	• Who should we meet with? • Who knows about this issue? • Who has experienced this issue and can give us facts? • Who is affected by this issue? • Who will be helped if we solve this issue? • Who are the organizations that already try to fight against this issue?
WHAT?	
WHERE?	
WHEN?	
WHY?	

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HOW?	

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Change Agency Investigation

Day 6

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Journal:** What will you do today to ensure that your group is on track to complete your research tasks within the next two days? How will your group divide the research so that everyone is contributing equally?

Activity

ARC Objectives: ➕ **(A) Contribute. Lead:** Execute a plan **Timing:** 30-35minutes **Resources/Materials:** ○ Computers ○ Research Method Preparation Lists *from previous lesson*	**Becoming An Agent of Change: Step 1--Investigation:** Today and tomorrow students will construct the components necessary for their research and will complete their research task lists. **Research Team Task Completion:** ● Make sure students have their task lists and some preparation completed to get started on their research. ● Allow students time today and tomorrow to perform their various research projects.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is something that your team did really well today? What is something that your team should work on doing better tomorrow?

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Change Agency Investigation

Day 7

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Journal:** What will you do today to ensure that your group is on track to complete your research tasks today? What are some things your group has done to gather important information to add to the Service Learning project?

Activity

ARC Objectives: ➕ **(A) Contribute. Lead:** Execute a plan **Timing:** 30-35minutes **Resources/Materials:** ○ Computers ○ Research Method Preparation Lists *from previous lesson*	**Becoming An Agent of Change: Step 1--Investigation:** Today and tomorrow students will construct the components necessary for their research and will complete their research task lists. **Research Team Task Completion:** ● Make sure students have their task lists and some preparation completed to get started on their research. ● Allow students time today to perform their various research projects.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What have you learned from your research method so far? How do you expect to be able to use your data for the SL project? What value will the information you're collecting add to the project?

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Change Agency Investigation

Day 8

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What do you think is the most important piece of data that you gathered during your research? What impact on your project do you hope this piece of research will provide? What do you think will be your next step to finding a solution to the issue? Explain your responses.

Activity

ARC Objectives:
- ➕ **(A) Choose. Discover:** Recognize constraints/ weaknesses; recognize advantages/strengths
- ➕ **(R) Connect. Understand:** Identify & define connections between new ideas and personal values
- ➕ **(R) Connect. Lead:** Incorporate connections into personal choices

Timing: 30-35minutes

Resources/Materials:
- Computers
- Research Method Preparation Lists *from previous lesson*
- Establishing a Baseline
- Assets and Deficits Analysis

Becoming An Agent of Change: Step 1--Investigation: The next part of Investigation is to analyze the results of the research.

Research Analysis:

- Put students into research teams.
- Make sure all students have the data they have collected from the various research methods.
- Give students the Establishing a Baseline analysis sheets
- Allow students time to complete their Baseline Analysis Sheets

Assets and Deficits: In their research, students were sure to find issues, but it is possible that they also found some positives that exist to address the issue.

- As a whole class, go through the assets and deficits activity below. Make sure students are focusing on the data they collected and not their personal thoughts or opinions.
    1. Draw a T-chart on the board with “Assets” on one side and “Deficits” on the other side.
    2. Go around to each group and have them report out on the assets first and then do a second round where each group reports out on the deficits.
    3. Allow students to make observations about the assets: What does this mean for your project? How can these assets inform

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	what plan we develop to improve this issue? How can we use the available resources to help us with developing a plan?

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflecting prompt	**Inclusions on Baseline Data:** Make a conclusion after seeing the data gathered from the entire class. Then, discuss how you might use some of the assets to the advantage of the class project.

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Change Agency

Establishing a Baseline

Day 8

Research Analysis: Establishing a Baseline

List the baseline information to document the issue. The baseline information should be quantifiable so you can revisit and see your impact, or gauge your potential impact throughout the project. Write at least 10 baseline statements from the research you gathered.

Examples:

- Currently, our school has 50 pounds of trash every day and no recycling.
- Currently, the incidence of children at the homeless shelter with a Vitamin D deficiency is 50%.
- Currently, 90% of students at our school think that bullying is a big problem.
- Currently, 2 senior citizens in the local independent living center know how to use e-mail.

Baseline Statement	Sources of Evidence

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Change Agency

Day 8

Assets and Deficits Analysis

Directions: Using your research, determine which implies that there are certain assets that the community are already in place to address the issue. Then, on the right, list all of the deficits. An example has been provided for you.

- **Issue:** Youth Homelessness
- **Research Method:** Survey
- **Asset:** CPS schools currently give all students identified as homeless free transportation to and from school on the CTA.
- **Deficit:** There are 20,000 homeless youth in CPS

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Issue:	
Research Method:	
Assets	**Deficits**

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Change Agency
Planning & Preparation

Day 9

Opening

Timing: 5-8 Minutes

Resources/Materials:
- If I had a Million Dollars graphic organizer

If I Had a Million Dollars: You have just been given a million dollars to provide resources for the issue your classroom is fighting for. Use the pie chart below to determine how you would divide that money up into a successful service plan. Make sure and put a dollar amount next to each item you place in the chart. You can divide the sections into smaller or larger percentages if necessary for your service plan.

Note to Teacher: If the graphic organizer is copied/pasted on a google document for students, students can double-click the image that will open up a google drawing extension for students to edit. You will need to copy/paste from the google document version of the curriculum; copy/pasting from the PDF version will not yield the same results.

Activity

ARC Objectives:
- ➕ **(A) Tinker. Discover**: Take on different perspectives; negotiate ideas with others
- ➕ **(A) Tinker. Understand:** Think beyond what is currently possible
- ➕ **(R) Describe & Evaluate. Understand:** Use experience to decipher between better and worse options.

Timing: 30-35minutes

Becoming An Agent of Change: *Step 2—Planning and Preparation:* The next phase of successful service learning is Planning and Preparation. In this phase, students will choose a solution, join committee teams, and design a plan for implementation.

Design Thinking: *Part 2:* Students will go through the Design Thinking process again, but this time, for solutions instead of problems.

- **BRAINSTORM**: Give each student several half sheets of paper
- Inform students of the following “rules” to the first part of DT
    1. No idea is a bad idea
    2. Think as big or as little as you would like
    3. You must draw an image and 2-3 words on your half sheet
    4. You must give a brief explanation of your half sheet when you place it on the board

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Resources/Materials: ○ Half Sheets of Paper ○ Markers	● Ask students to brainstorm all of the solutions they can think off or the issue at hand. ● Encourage students to "copy" or build off of each other's ideas. ● Allow students time to brainstorm and post their ideas on the board until they begin to run out of ideas. ● **CATEGORIZE:** Students will do three rounds of categorization: ○ **First Round:** Categorize solutions into a spectrum from "We Can Do This Right Now On Our Own" to "We Need A Lot of Help for This" ○ **Second Round:**Take the ideas that seem the most far-fetched and unrealistic off the board. Then, have students categorize the remaining ideas into a spectrum of "Helping Many People" to "Helping Only Certain Individuals" ○ **Third Round:** Get a classroom consensus on whether they would like to help many people or only certain individuals. Based on the consensus, take the solutions down from the category that they didn't choose. Finally, have students categorize into preference categories of "I Really Want to Do This" and "I Think There Are Better Options" ● From Here, have students vote on the solutions in the "I Really Want to Do This" column. ○ Come to a consensus on a solution that students will work on developing and implementing over the course of the next several days.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What solution did your class decide to plan and prepare for? Will this solution help a large number of people or a select number of individuals? How will this solution improve the overall "community" that you have chosen to support?

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Change Agency

If I Had a Million Dollars

Day 9

Directions: You have just been given a million dollars to provide resources for the issue your classroom is fighting for. Use the pie chart below to determine how you would divide that money up into a successful service plan. Make sure and put a dollar amount next to each item you place in the chart. You can divide the sections into smaller or larger percentages if necessary for your service plan.

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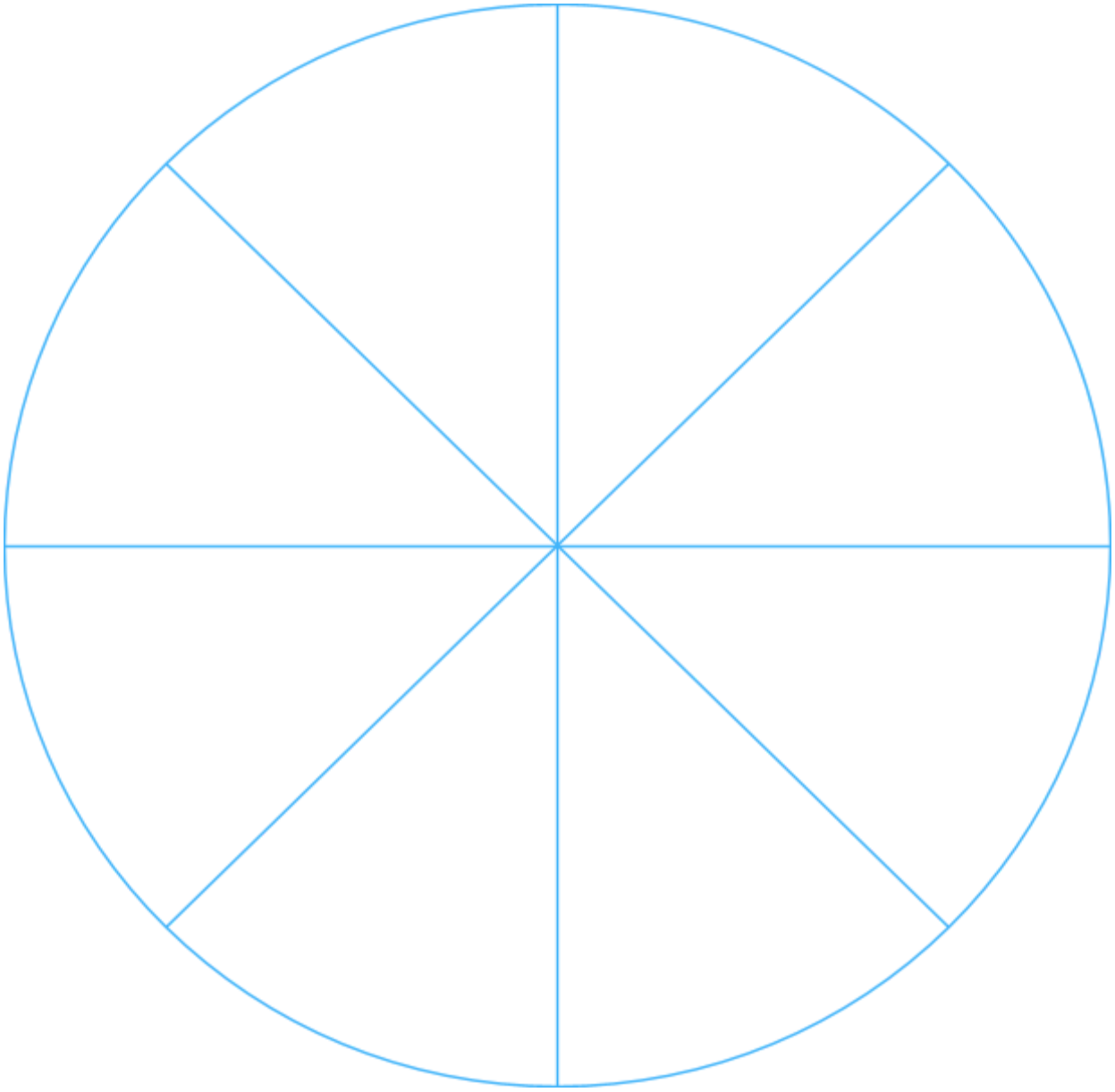

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Change Agency
Planning & Preparation

Day 10

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Chart Paper
- Markers

Committee Norms Brainstorm: Let students know that they will be working in committees for the next several days to plan and prepare for successful implementation of the service project. In order for those committees to run smoothly, generate a list of norms that all committees will follow. Students should lead this if possible.

- After everyone has agreed on the norms and they are written on chart paper, have the entire class sign the chart paper and hang the norms in the classroom.

Note to Teacher: See Small Group Evaluation p.8 & Small Group Roles p.9 for additional supporting resources.

Activity

ARC Objectives:
- ➕ **(A) Contribute. Understand:** Create a plan of action to achieve a goal
- ➕ **(A) Practice. Discover:** Connect with others to develop skills
- ➕ **(R) Envision. Understand:** Classify specific behaviors and/or strategies that will promote or derail future visions

Timing: 30-35minutes

Becoming An Agent of Change: *Step 2—Planning and Preparation*: For the next three days, students will be split into committee groups to plan and prepare for implementation of the solution they chose. After three days, they will present to the class and to either administration, Embarc team members, other teachers, or their peers from other classes.

Committee Formation: Committees will focus on different portions of the planning and implementation process of the project. The entire class will be working toward the same goal, but each committee will allow students to use their strengths and/or explore their interests.

- Go over the descriptions of the different committees with students and allow them to think about which committee they would like to be in.
- Allow student choice in formation of the committees if you feel they are ready to make the right choice about their groups.
- Give students the Committee Descriptions with Task Lists and Daily To-Do Lists
- Tell students that after they have done their initial committee work that they will be presenting to administration, Embarc team members,

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Resources/Materials: ○ Committee Groups Descriptions & Task Lists ○ Committees To-Do Template ○ Storyboards (for PSA Committee Only)	other teachers, or their peers in order to get feedback. After the feedback session, they will have one day to revise and strengthen their plans. • Tell students that this is the time for planning and drafting ideas only. They will have time to create the artifacts for their plan on Days 15-18. • Today,studentsshouldfocusondelegatingrolesandresponsibilitieswithin their groups and completing their daily To-Do Lists so they can be ready to present. • Give students time to begin planning and preparing in their committees. **Teacher Note:** Ideally, students will practice proposing their solution to school leadership. Request that a member of administration come in to listen to student proposals on Day 13 to give feedback and ask questions. Their feedback will lead to a day of editing and strengthening plans for implementation. If it isn't possible to get admin into the classroom, ask other teachers, Embarc team members, or other students.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Did you notice anyone taking the lead in your group today? If so, how did the leadership help your group to stay focused and get immediately to work on your task list? Do you feel that your group will work productively toward your committee goal? Why or why not?

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Day 10

Committee Group Descriptions & Task Lists

Social Media Committee

One of the most important things your group can do to solve an issue in a community is to spread awareness that the issue exists and that it is a huge problem. Your job in this committee is to figure out how to spread the word using every route possible.

Your tasks

Create a draft of a presentation with the following details:

- Create at least three hashtags that call awareness to the issue. The whole class will vote on the hashtag when you present for feedback.
- Come up with at least three powerful slogans that address the issue. The whole class will also vote on the slogan.
- Generate a list of different ways that you would address the public about the issue
- Come up with a plan for social media awareness.
    - Which social media outlets will you use?
    - What is your timeline to roll out different posts to different sites?
    - Which organizations will you reach out to via social media so they know you are fighting for the same cause? How will you get them to “follow” you?
    - What data will you share on the various social media sites?
    - Generate a sample calendar of events that you would post on your social media pages to spread awareness

Public Service Announcement (PSA) Committee

Your committee will work on a public service announcement. During the planning week, you will observe different public service announcements that are 3 minutes or less and draft several storyboards and scripts.

Your tasks

- Complete three different scenarios for possible PSA videos on storyboards. The whole class will vote on the three choices and determine which one you will produce.
- Write a script for each PSA
- Choose music for each PSA option and be able to explain why you think the music would add to the effectiveness of the PSA options

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- Decide where you will incorporate data into all PSA options and include this in your storyboards and scripts

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Action Committee

Your committee will imagine yourselves as a successful nonprofit organization that is working to organize 1-3 day volunteer opportunities to address the issue. For example, if you were fighting against homelessness, one of your volunteer opportunities might be to work at a soup kitchen. This committee will present to the group and the whole class will choose one event to implement and participate in as a team.

Your Tasks

- Create a sample calendar with at least 5 events on the calendar. The whole class will vote on 2 events that you will actually plan.
- Create an agenda for each event
- Make drafts of posters or fliers that you would pass out to promote the events
- Write a plan for how you would promote the events (social media, email, etc.)
- Write a brief description of how each event will be a step toward solving the issue

Budget Committee

Your committee will be preparing a budget to use to implement your solution. You will prepare a budget as if you were going to present to a board of directors to receive funding for your solution. The budget items are split into sections for your team to research. You will be operating on a budget of $5,000.00

Your Tasks:

- Advertisement/Propaganda: Come up with a list of at least 10 items that you could use to advertise your issue and solution. The whole class will vote on 5 items for you to price out.
    - NOTE: You must creatively include some of the data you collected into this propaganda
- Events: Plan for at least three events to promote your solution. Write the agendas for these events and all of the materials you will need so you can find the necessary prices. You may want to team up with the Action Committee to sync on ideas for events.
- Services: If your solution includes providing any services to people or to the community, generate a list of those services so you are ready to get prices for them
- Any other ideas you have that would cost money: think outside the box!

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Committee To-Do Template

Day 10

Day 1 of Planning and Preparation	
Committee Member Name	**Task Assigned**

Day 2 of Planning and Preparation	
Committee Member Name	**Task Assigned**

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Storyboard Template

Day 10

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Planning & Preparation Lesson 3

Day 11

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What is your responsibility within your committee today? What will you do to ensure that you are contributing to the goals of your committee? What are some challenges you might have in your planning and preparation? Explain your responses.

Activity

ARC Objectives:
- ➕ **(A) Tinker. Understand**: Think beyond what is currently possible
- ➕ **(A) Tinker. Lead:** Create innovative solutions/products
- ➕ **(A) Choose. Understand:** Make decisions & identify goals
- ➕ **(A) Practice. Lead:** Demonstrate deep-rooted motivation/focused effort

Timing: 30-35minutes

Resources/Materials:
- Committee Groups Descriptions & Task Lists *from previous lesson*
- Committees To-Do Template *from previous lesson*
- Storyboards (for PSA Committee Only) *from previous lesson*

Becoming An Agent of Change: Step 2—Planning and Preparation: Today and tomorrow, students will work in their committees to complete their task lists.

Committee Work:

- Make sure each committee has To-Do Lists and Task Lists.
- Remind students that this is the planning and draft phase. On the presentation/feedback day, they will make final decisions on what they will actually create.
- Allow students the entire period to plan and draft the different components on their task lists.
- Check in with committees to make sure they're progressing and will be ready to present on Day 13.

Closing

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Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What did your committee do really well today to ensure that you are on track to present for feedback? What is one thing your committee needs to do better tomorrow? How can you hold your group members accountable to make sure they are working collaboratively?

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Change Agency

Planning & Preparation Lesson 4

Day 12

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What is your responsibility within your committee today? What will you do to ensure that you are contributing to the goals of your committee? What are some challenges you might have in your planning and preparation? Explain your responses.

Activity

ARC Objectives:
- ➕ **(A) Tinker. Understand**: Think beyond what is currently possible
- ➕ **(A) Tinker. Lead:** Create innovative solutions/products
- ➕ **(A) Choose. Understand:** Make decisions & identify goals
- ➕ **(A) Practice. Lead:** Demonstrate deep-rooted motivation/focused effort

Timing: 30-35minutes

Resources/Materials:
- Committee Groups Descriptions & Task Lists *from previous lesson*
- Committees To-Do Template *from previous lesson*
- Storyboards (for PSA Committee Only) *from previous lesson*

Becoming An Agent of Change: Step 2—Planning and Preparation: Today, students will finish working in their committees to complete their task lists.

Committee Work:

- Make sure each committee has To-Do Lists and Task Lists.
- Remind students that this is the planning and draft phase. On the presentation/feedback day, they will make final decisions on what they will actually create.
- Allow students the entire period to plan and draft the different components on their task lists.
- Check in with committees to make sure they are progressing and will be ready to present tomorrow.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on

Closing Reflection: What did your committee do really well today to ensure that you are on track to present for feedback? How will you present your information to the group tomorrow? What are some positive feedback comments you are hoping for? What are some pieces of constructive criticism

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display	that you are expecting?

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Change Agency
Planning & Preparation

Day 13

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What is your role in the presentation today? How will you support your committee throughout the presentation? How will you support the other committees as they present?

Activity

ARC Objectives:
- ➕ **(A) Encounter. Lead:** Create and share products
- ➕ **(R) Describe & Evaluate. Discover:** Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Committee Planning Presentations Completed
- Committee Presentation Feedback Form

Becoming An Agent of Change: Step 2—Planning and Preparation: Today, students will present the planning and preparation phase of their work to administration, Embarc team members, other teachers, or their peers. The audience will give feedback and ask questions so committees can strengthen their plans during the creation stage.

Committee Presentations:

- As each committee presents, have them give a brief description of what their committee was responsible for in the planning process.
- If committees have items in their tasklist that call for a vote, make sure they tell the audience that before they begin presenting.
- Pass out the feedbackforms to audience members, students as well as adults.
- Allow time for each committee to present and take votes as necessary as you go through the presentations.
- After each presentation, take2-3 pieces of feedback from the audience members.
- Collect all feedback forms and distribute committees so they can look over comments and discuss a plan to make any adjustments.

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Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is one piece of feedback that your committee will use to strengthen your plan?

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Name: _____ Date: _____

Change Agency

Committee Presentation Feedback

Day 13

Committee	Glows	Grows	Suggestions	Vote
PSA Committee				
Action Committee				
Budget Committee				

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Social Media Committee				

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Change Agency
Creating the Plan

Day 14

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What will you do today to make sure you are contributing to your committee? How will you make sure that your final product is your best work?

Activity

ARC Objectives:
- ➕ **(A) Practice. Understand:** Use experience and/or feedback to inform next steps
- ➕ **(A) Choose. Lead:** Consider how decisions will affect their future
- ➕ **(A) Practice. Lead:** Demonstrate deep-rooted motivation/focused effort
- ➕ **(R) Describe & Evaluate. Understand:** Use feedback to decipher between better or worse options

Timing: 30-35minutes

Becoming An Agent of Change: Step 2—Creating the Plan: Now that students have planned and received feedback, they will create the different pieces of their plans. Students will have three days to complete all of the items they have planned.

Committee Plan Creation:

- Give each committee their appropriate task list
- Take students to the computer lab and allow today and the next two days to complete all of the items on their lists.

Note #1: Students in the Social Media Committee will need access to social media to complete their tasks lists. If they can't access social media, they may have to just create pages using a template and then work on the actual page outside of class.

Note #2: Lesson plan is the same for days 14-16

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Resources/Materials: ○ Computers ○ Committee Creation Task Descriptions ○ Video Recording Device for PSA	

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What did your committee do really well today? What is one thing you want to do better tomorrow? How will you hold yourself and your committee members accountable so you are ready to implement your plan?

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Committee Creation Task Descriptions

Day 14

Social Media Committee

One of the most important things your group can do to solve an issue in a community is to spread awareness that the issue exists and that it is a huge problem. Your job in this committee is to figure out how to spread the word using every route possible.

Your tasks

Create the following on the social media pages you have decided to use:

- Create social media pages that address the issue and speak out for the solution your class is working toward.
- Begin sending positive posts using the hashtag that was voted the best.
- Use the slogan as much as possible when posting.
- Set a goal for the number of followers you want to gain in the next week.
- Post the following to your social media sites:
    - The problem
    - Your proposed solution
    - Data that supports your claim for the issue
    - Images that illustrate the problem AND the solution o At least 15 positive posts that will gain followers

Public Service Announcement (PSA) Committee

Your committee will work on a public service announcement. Your PSA must be no longer than 3 minutes and must address the problem and the solution.

Your tasks

- Use your storyboards and your script of the PSA that was voted best by the class to begin recording.
- Insert the music you decided on into your PSA
- Insert data into your PSA in the appropriate places to make the most impact

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Action Committee

Your committee will plan out the 2 events that were voted on after your presentation. Use the task list below to make sure you are planning well thought out events to support your cause.

Your Tasks

- Create a Google calendar with the 2 events that were voted as the best events.
- Type the agenda for each event
- Create a virtual poster and/or flier that you would pass out to promote the events
- Type your plan for how you would promote the events (social media, email, etc.)
- Create a presentation of how each event will be a step toward solving the issue (you can use any format that you'd like—Prezi, PowerPoint, etc.)

Budget Committee

Your committee will create an itemized budget list of all the things you need to successfully roll out all components of your solution.

Your Tasks:

- Create a spreadsheet with all of the prices you need. Your spreadsheet should include: the item name, the price, the website link to make the purchase, and a reason for how it would help to solve the issue
- Advertisement/Propaganda: Prive the 5 items that were chosen as the best advertisements.
    - Include a description of how you would include data into this advertisement
- Events: Find and record the prices for each item that would be purchased for your events. Don't forget the small details!
- Services: Find prices for any services that your committee decided to use
- Any other ideas you have that would cost money: think outside the box!
- Create a presentation so the class is aware of the total budget needed to implement your plan.

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Change Agency
Presenting the Plan

Day 15

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What is the most realistic and achievable piece of your plan? Do you think you could implement your plan easily now that you have created all of the pieces? Why or why not?

Activity

ARC Objectives:
- ➕ **(A) Encounter. Lead:** Create and share products
- ➕ **(A) Choose. Lead:** Consider how decisions will affect their future
- ➕ **(R) Envision. Understand:** Classify specific strategies that will promote or derail future visions

Timing: 30-35minutes

Resources/Materials:
- Computers
- Committee Task Lists *from previous lesson*
- Video Recording Device for PSA Committee

Becoming An Agent of Change: Step 2—Presenting the Plan: Now that students have created the different elements of their plans, they will present to the entire class and the class will decide how to proceed with implementation. Note: Ideally, the same audience members will be present for presentations today. This will give them a chance to see the final products and to offer final feedback before implementation. If this is not possible, you can take informal feedback from the class as committees present.

Committee Plan Presentation:

- Allow Each Committee To Present
- Take Informal Feedback From The Audience Members(or final feedback if audience members are present from the previous presentation day)

Debrief: Lead a debrief of the whole process with the following questions:

1. How are all of the committees aligned with the solution we decided on?
2. What are some of the big differences among committees that don't really fit with our solution?
3. What are some items that we can implement without any financial support?
4. What are some items that we would need help doing?

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	5. What are our next steps? How do we begin implementation? 6. Come up with a list of action items for the next day of the Implementation phase

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** How did the planning and preparation phase make you think differently about all the ways there are to approach a community issue? What are some of the most important lessons you learned from the work with your committee? How can you take these lessons into other areas of your life? Explain your responses.

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Change Agency
Implementation

Day 16

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: In the most successful scenario you can think of, what would be the outcome of implementing your solution? What would change about your community? Do you think implementing the solution would change things just in the short term, or in the long term as well? Explain your responses.

Activity

ARC Objectives:
- ➕ **(A) Choose. Lead:** Consider how decisions will affect their future
- ➕ **(R) Envision. Discover:** Create a positive image of what one wants to become

Timing: 30-35minutes

Resources/Materials:
- Markers
- Chart Paper
- Solution Implementation Prep Sheet

Becoming An Agent of Change: Step 3—Implementation: For the next few days, students will be implementing their plan in some way. At this point, you will need to guide the class toward the right direction based on what is feasible for you and your students.

Choose from the options below if students are not able to fully implement their plan by going out into the community. There will be 3 parts to implementation:

1. Planning for Implementation
2. Implementation
3. Assessment

Adjust these days to suit the needs and the constraints of your class.

Options for Partial Implementation at School:

1. Plan for a Spreading Awareness Day using the committee projects at school and implement in lunch periods or during advisory times.
2. Organize a peaceful protest, or sit-in on school grounds.
3. Schedule classroom visits to view the PSA and lead classroom discussions with peers
4. Brainstorm other ideas that can be implemented in school

Implementation—Step 1:

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	• Decide on an action plan. Choose From The “at school” options, or if you are going out of the school building for implementation, plan for the day by assigning roles and responsibilities. • **Gallery Walk:** Post the gallery walk questions around the room. Put students into triads and have them rotate to each question, spending 2 minutes at each piece of chart paper. • Go over the responses from gallery walk to determine what type of impact students hope to have by implementing their solution. • As a class, complete the Solution Implementation Prep Sheet

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What will be your role as you implement your solution? As a class you have decided how you will measure success, but how will you measure your individual success? Be specific.

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Change Agency

Gallery Walk Questions

Day 16

List some long-term effects of implementing this solution

List some short-term effects of implementing this solution

What types of things should we observe to know if our solution is successful in the short-term?

What types of things should we observe to know if our solution is successful in the long-term?

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How will we analyze our results from our day of implementation to know if our results are positive or negative?

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Change Agency

Solution Implementation Prep Sheet

Day 16

Directions: Whenever you implement a plan, it is a good idea to know how you will measure the success of that plan. As change agents in your community, you will be making observations and recording data to test if your solution is a success. Keep in mind that it's ok to fail. You have worked hard to create positive change within your community and the effort is a success in itself.

As change agents we will observe the following while we implement our solution:

1.

2.

3.

As change agents, we will ask the following questions to measure success:

1.

2.

3.

As change agents, we will use the following data to determine the success of our solutions:

1.

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2.

3.

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Change Agency
Implementation

Day 17

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Check-in: Do a quick check in with students to see what they are looking forward to most during the day today as they implement their solution. Go around the room and have everyone share one thought.

Activity

ARC Objectives:
- ➕ **(A) Contribute. Lead:** Execute a plan
- ➕ **(R) Describe & Evaluate. Lead:** Exhibit a growth mindset by valuing the process over the product

Timing: 30-35minutes

Resources/Materials:
- none

Becoming An Agent of Change: Step 3—Implementation: Today students will either be leaving the building to fully implement their solution, or will be partially implementing their solution on school grounds.

- **Implementation—Step 2:**
  As students implement their solution,make sure there are some students designated to make observations and record the data you decided on as a class yesterday. These students will be responsible for sharing out with the whole class tomorrow.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing reflection on display

Closing Reflection: Ask students to verbally reflect on the following questions:

1. What is one thing that went really well today?
2. What is one thing that could have gone better and what should we have done differently?
3. What is one core value that you saw demonstrated throughout implementation of our solution?

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Change Agency
Implementation

Day 18

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Turn and Talk: Ask students to turn and talk to share their reactions to implementation day using the following questions:
1. Did you enjoy giving back?
2. Do you feel that you had an impact on at least one person?
3. If you had to determine if this was a success without looking at any data, would you say it was or it wasn't? Why?

Activity

ARC Objectives:
- ➕ **(A) Tinker. Lead:** Evaluate the outcomes
- ➕ **(R) Contribute. Lead:** Value personal contributions & extend gratitude to others

Timing: 30-35minutes

Resources/Materials:
- Data Collected through observation and other methods during implementation
- Small group discussion questions

Becoming An Agent of Change: Step 3—Implementation: Today students will assess the results of their implementation by looking at the data collected through observation and any other methods you determined as a class.

Implementation—Step 3:

- Have the students who gathered data present to the group.
- Split students into small groups and give them the discussion questions.
- Have each group present out on the responses they shared in their discussions.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: How did your group define success? Is success for this project any different than success in other situations? Why or why not? How did failure play a role in this process? Explain.

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Name: _____ Date: _____

Change Agency

Small Group Discussion Questions

Day 18

Directions: After looking at the observations and data presented by your peers, discuss the questions below and create a mini presentation summarizing your responses. You can use cart paper and visual aids present. You must reference the data as much as possible in your answers.

1. What does the data say?

2. What does the data mean?

3. Based on the data, what did we do well?

4. Based on the data, what could we have done differently?

5. If we had time to implement another solution, we would try _____ because _____.

8. In your group, describe what success means to you in this project.

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Change Agency
Reflection & Demonstration

Day 19

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: List some of the people in a community who can make big decisions. How do these people treat their power? How does their power impact others? Do you believe most people in power are working for the common good? Why or why not?

Activity

ARC Objectives:
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Dear Sir or Madam Assignment
- Computers

Becoming An Agent of Change: Step 4 & 5—Reflection & Demonstration: Day 21-25 are devoted to reflecting on the service learning process and demonstrating a deeper understanding of social responsibility. Students will reflect on what they have learned through writing a letter to a politician, policymaker, or other community leader who has an impact on the issue at hand. Then, they will demonstrate their understanding of social responsibility by sharing their letter with the class and competing to see whose letter will be sent.

Reflection Day 1:

- Give students the Dear Sir or Madam Assignment sheet
- Go over instructions and take any questions
- Allow students time to write drafts for the remainder of the class today and tomorrow.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: To whom did you choose to write? Why did you choose this person? What power does this individual have over the issue? What impact do you hope to have on this individual?

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Name: _____ Date: _____

Change Agency

Dear Sir or Madam Assignment

Day 19

You have been working hard in the last several weeks to plan, prepare and implement a solution that is important to you. One way to seek and advocate for change is to contact policymakers, politicians, local government, and other community leaders. Write a letter to a powerful individual of your choice who you think would have an impact on the issue your class chose to address. Make sure to include all of the elements listed below in your letter:

- ❏ A greeting
- ❏ An introduction to who you are, the school you attend, your age, etc.
- ❏ The issue and your claim about the issue
- ❏ What you and your peers discovered during the research process. You should use more than what your assigned research method discovered.
- ❏ What solution you and your peers proposed, planned, and implemented.
- ❏ The results of the implementation process
- ❏ Any additional solutions you feel would help in the long-term
- ❏ Your plea for help and support
- ❏ Your predictions of what will happen in the community if they don't help
- ❏ Express your appreciation for taking the time to hear your concern
- ❏ Professional closing statement
- ❏ Your contact information

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Change Agency
Reflection & Demonstration

Day 20

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Turn and Talk:** Have students share with a partner who they are writing to, why they are writing to this individual and what their claim statement (argument) is in their letter.

Activity

ARC Objectives: ➕ **(R) Connect. Understand:** Identify & define connections between new ideas/experiences and personal values **Timing:** 30-35minutes **Resources/Materials:** ○ Dear Sir or Madam Assignment *from previous lesson* ○ Computers	**Becoming An Agent of Change: Step 4 & 5—Reflection & Demonstration:** Today students will continue writing their letters to local government or policymakers. **Reflection Day 2:** • Make sure students have the Dear Sir or Madam Assignment Sheet • Remind students that today is their last day to work on drafts. They will be peer editing tomorrow.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is one thing you are really confident about in your letter? What is one thing you want to get feedback on so you can revise and strengthen in your writing?

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Change Agency
Reflection & Demonstration

Day 21

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Do you think it's important to know who your local politicians are and what role they play in the community? Why or why not?

Activity

ARC Objectives:
- ➕ **(A) Practice. Understand:** Use feedback to inform next steps

Timing: 30-35minutes

Resources/Materials:
- Dear Sir or Madam Assignment- Drafts Printed for Editing
- Peer Editing Sheets (2 per student)

Becoming An Agent of Change: Step 4 & 5—Reflection & Demonstration: Today students will peer edit letters so that they are ready for final edits and presentations over the next two days.

Reflection Day 3:
- Give Each Students Two Peer Editing Sheets
- All students must edit at least twitter for their peers
- Mention to students that grammar is not a part of the peer-editing guide, but they should correct any grammar errors that they see on the letters.
- Allow students time to work on editing for the remainder of the class period.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on

Closing Reflection: What is one valuable piece of feedback that you gave to a peer today? What is one valuable piece of feedback that you received from a peer today? How will you incorporate this feedback into your final draft tomorrow?

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display	

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Name: _____ Date: _____

Change Agency

Dear Sir or Madam Peer Editing Guide

Day 21

You must peer edit at least two letters for your peers. Follow the questions below to provide constructive feedback so the writer can improve.

Writer: _____ **Editor**: _____

1. Is the greeting professional? **Y** **N**

If no, give some suggestions for making it more professional:

_____

_____

2. What are some details from the introduction that give you a clear sense of who the writer is and why the reader should keep reading?

-
-
-

Suggestions for Improvement:

_____

_____

3. What is the claim about the issue? Write it exactly as it appears in the letter:

_____

_____

4. What are some examples of how the writer details the planning and process of implementation?

-
-
-

Suggestions for Improvement:

_____

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5. What is some specific language the writer uses to persuade the reader to help with this?

-
-
-

Suggestions for Improvement:

6. Does the closing include some sort of a “thank you”? **Y** **N**

If no, give some suggestions for making it more professional:

7. Is the closing professional? **Y** **N**

If no, give some suggestions for making it more professional:

8.Any additional comments that you would like to add to help the writer improve:

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Change Agency
Reflection & Demonstration

Day 22

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Ask students to share why they think their letter should win the competition and how they will persuade the audience to choose their letter to represent the class.

Activity

ARC Objectives:
- ➕ **(A) Practice. Lead:** View feedback as an opportunity to learn

Timing: 30-35minutes

Resources/Materials:
- Computers
- Peer Editing Sheets- Completed by Peers

Becoming An Agent of Change: Step 4 & 5—Reflection & Demonstration: Today students write their final drafts of their letters.

Reflection Day 4:

- Make sure students have their two peer editing sheets in order to make corrections to their letters.
- Allow students time today to edit their letters and turn in a final draft.
- Students must share their letters with you on Google Drive.
- When students have finished, put them in pairs and have them practice reading their letters, making sure to focus on eye contact with the audience and emotion.
- Remind students that they will be presenting their letters tomorrow and they will have to persuade the audience to choose their letter to send to the community official that they chose.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- None

Closing Reflection: Ask students to share as many persuasive speaking techniques as they can think of and how they can use these techniques when they are presenting to the whole class tomorrow.

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Change Agency
Reflection & Demonstration

Day 23

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Paired Practice: Put students in pairs and have them practice reading their letters to each other, being as persuasive as possible in the reading and in presenting why they should be chosen as the winner.

Activity

ARC Objectives:
- ➕ **(A) Encounter. Lead:** Create and share products
- ➕ **(A) Choose. Discover:** Recognize constraints/ weaknesses; recognize advantages/strengths
- ➕ **(A) Contribute. Lead:** Value personal contributions & extend gratitude to others

Timing: 30-35minutes

Resources/Materials:
- Index cards

Becoming An Agent of Change: Step 4 & 5—Reflection & Demonstration: Today students will demonstrate their commitment to social responsibility by competing in The Letter to a Policy Maker Challenge

Demonstration Day:

- Give students an index card and tell them they can vote for up to 3 students as the winner to send their letter.
- Allow students to present their letters and state why they should be chosen to send the letter.
- Audience members can give informal feedback based on presentation techniques and persuasive techniques.

Process Reflection: As a final component to this process, allow students time (in class or out of class) to think through and record their reflections using the process reflection. If time allows in the next couple of days, take time to meet individually with students to discuss their process reflections, or have them meet in pairs to reflect on the process as peer mentors.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Drops in the Bucket

Drops in the Bucket: Take a moment to write one or two Drops in the Bucket for your peers that inspired you during the Change Agency unit. How did their inspiration affect you? How can you use some lessons from them to inspire others? Use the template below to write them a note of gratitude.

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Name: _____ Date: _____

Change Agency

Change Agency Process Reflection

Day 23

Exhibit a growth mindset by valuing the process over the product (Describe & Evaluate. Lead)

Part 1:
Strengths & Growth Areas

After you have completed your project, reflect on different areas of success and identify your strengths & growth areas in each

Contributing to the Common Goal of a Team- Creating a Plan (Contribute, Tinker, Practice)		
From the list on the right, describe the ***strengths*** you see in yourself after presenting your project:	• I contributed many creative ideas that demonstrated I can think beyond what is currently possible • I was able to work collaboratively on a team to decide on a goal and a plan to achieve a goal	From the list on the left, describe the ***growth areas*** you see in yourself after presenting your project:
Completing Revisions & Taking Feedback (Describe/Evaluate & Practice)		
From the list on the right, describe the ***strengths*** you see in yourself after presenting your project:	• I can use feedback to make clear revisions to drafts that enhance my work/my group's work • I submit my best work • I present final products	From the list on the left, describe the ***growth areas*** you see in yourself after presenting your project:

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Effort Matters (Envision & Practice)		
From the list on the right, describe the ***strengths*** you see in yourself after presenting your project:	• I maximize all project work time in order to finish on time with final products • I clearly show progress on my work each day • I request additional feedback • I support my peers/team	From the list on the left, describe the ***growth areas*** you see in yourself after presenting your project:
Growth Mindset (Describe/Evaluate & Practice)		
From the list on the right, describe the ***strengths*** you see in yourself after presenting your project:	• I can reflect on setbacks/struggles/challenges and talk about what and I learned • I can talk about how I incorporate what I learned into new choices/decisions • When I experience struggle or a failure I do not give up	From the list on the left, describe the ***growth areas*** you see in yourself after presenting your project:

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Part 2: Reflection Questions

After reviewing your areas of strength and growth from your presentation and project products, answer the following questions. Be sure to answer each question fully and **provide examples from your reflection above**.

- What did you learn about yourself in this process?
- What would you like to do differently? Where do you want to push yourself in the future?
- What do you want to celebrate about yourself? What are you proud of? Where was your biggest growth
- What did you learn/how did you change the most from the previous project to this one?

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Name: _____ Date: _____

Change Agency

Drop in the Bucket

Day 23

Directions: Take a moment to write 2 Drops in the Bucket for your peers that inspired you during the Change Agency unit. How did their inspiration affect you? How can you use some lessons from them to inspire others? Use the template below to write them a note of gratitude.

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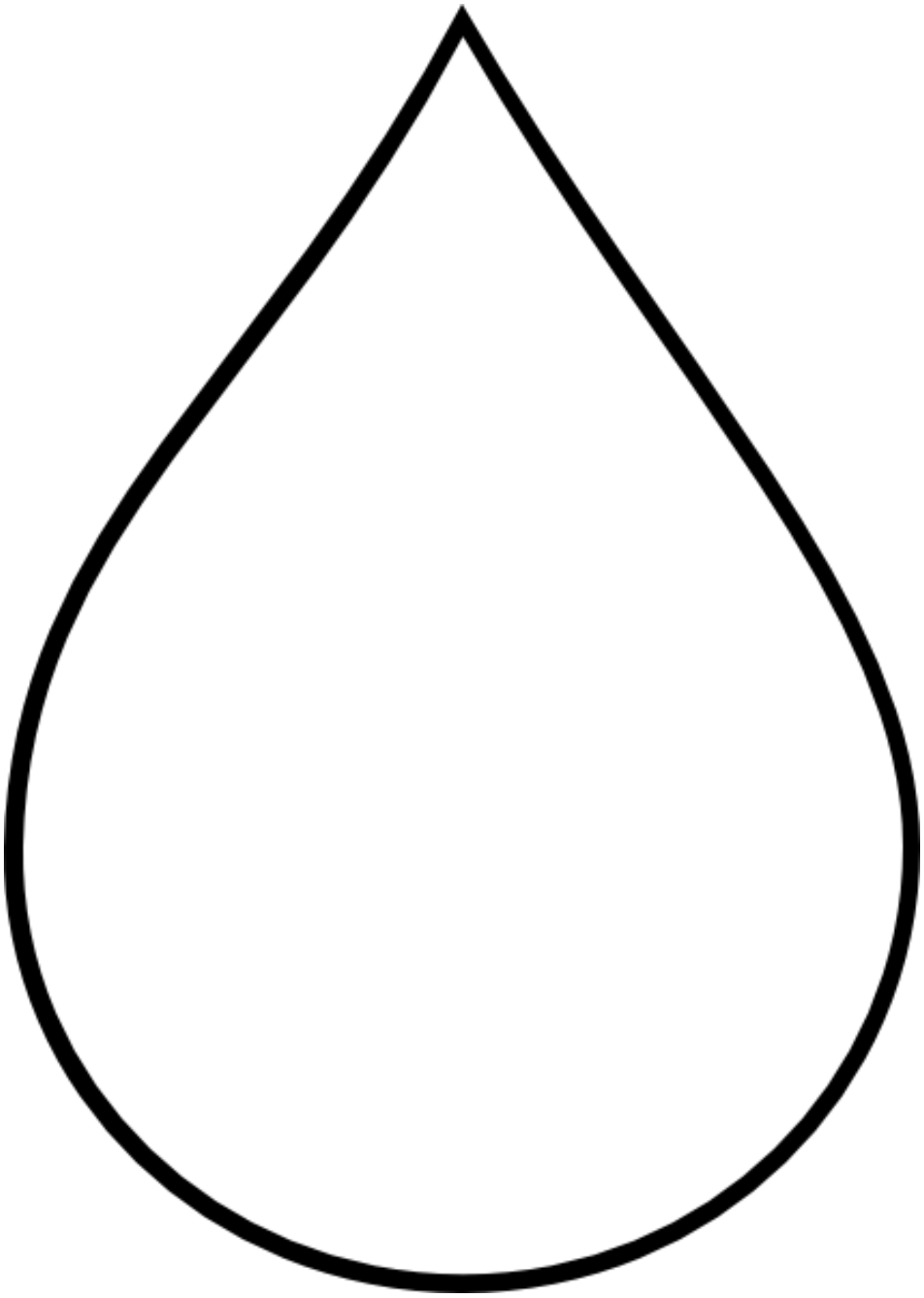

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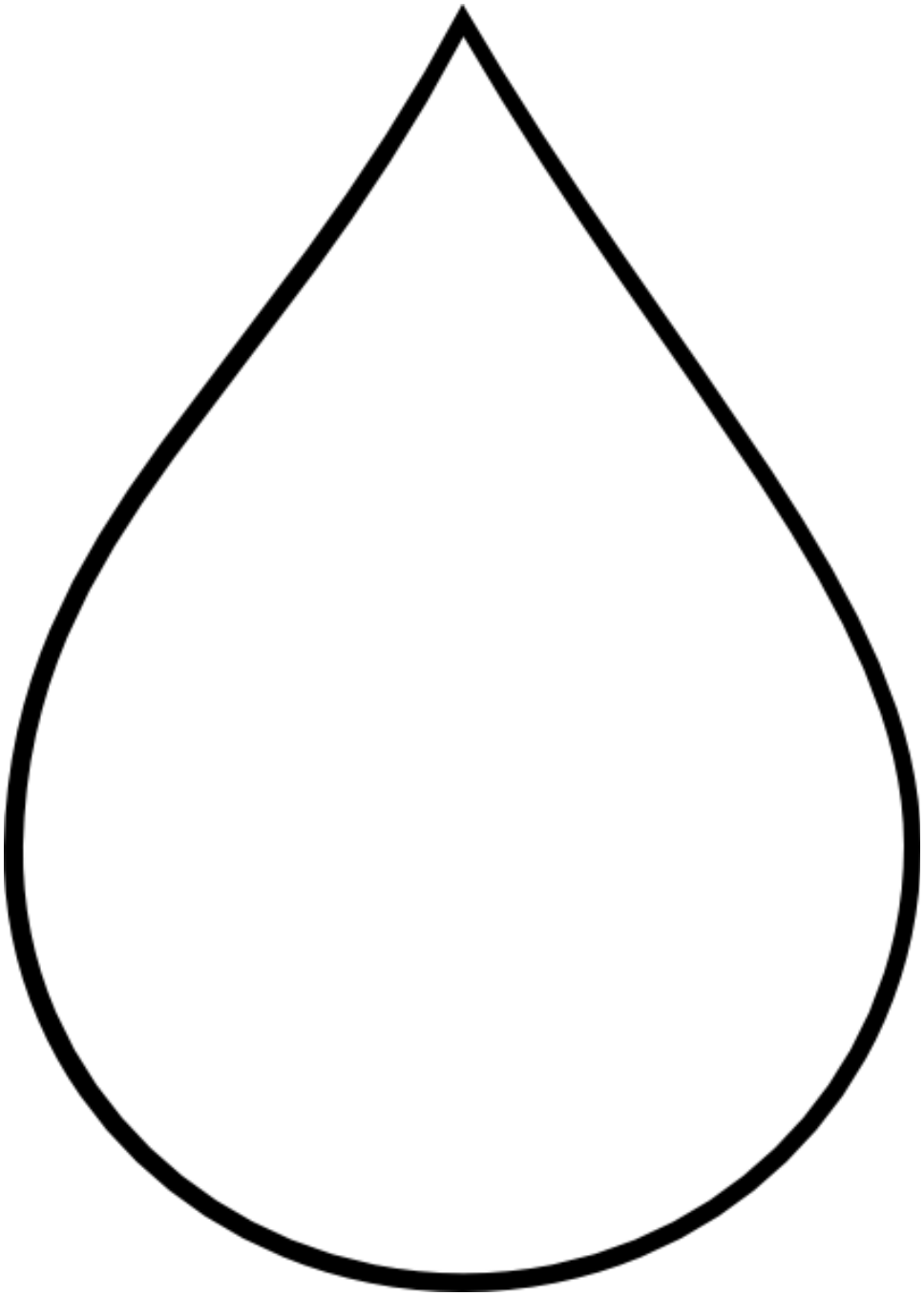

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